

City Schools to Open With Public Exercises September 15

Public Exercises Planned; Will Open Office Soon to Receive Pupils and Patrons; To Make Visits.

Prof. G. C. Briggs, the newly elected superintendent of the Hendersonville schools, was in the city this week looking after preliminary arrangements incident to the opening of the public school here on September 15. Professor Briggs will return to the city within a few days and open office in the graded school building to receive pupils and parents, make examinations, sign promotion cards and transact such other school business as may come to his attention.

Prof. Briggs stated that he would announce the program for the opening of school in time for publication in next week's Democrat. It is his intention to have a number of brief talks by people of the community and an educational address by some visiting speaker of note.

The exercises will be held at the court house and Prof. Briggs is anxious to have a good attendance on the part of children and especially parents. For a number of years he has arranged public exercises for school openings and experience has taught him that they serve a good purpose in inspiring the children and arousing interest among the parents in school work.

Before school opens Prof. Briggs hopes to visit a number of the parents as it is his desire to enlist their interest and cooperation in the school work. So far as is possible he wants to gather the ideas of the school patrons in order that he may know their wishes and that they may more thoroughly understand his methods and purposes.

A statement elsewhere in the Democrat from the school trustees will be of interest for the reason that it gives an outline of some of the things to be undertaken and sets forth the progressive policies of those who have the school matters in charge.

The trustees of the Hendersonville City schools, with the people of our beautiful city, feel some degree of pride in the growth and progress of our graded schools and the rank they have taken among the schools of the state. But anxious further to improve our schools and to furnish the sons and daughters of the patrons with not only the best possible literary training, but business and musical as well, the trustees have decided to make the business course more thorough and extensive to meet the demands, and to add a music department which has been greatly needed in our system of schools.

Superintendent G. C. Briggs, well and favorably known to the older citizens of Hendersonville, as a successful educator, will superintend these departments as he will all others of our city schools, and will teach some

pers, and other subjects belonging to the course.

Course II. Shorthand and typewriting according to the most improved text-books and methods. The Ben Pitman system of Shorthand and the touch system of typewriting will be used. The charges for the course will be small as compared with the charges for such advantages elsewhere.

After completing one or both courses the student will receive a certificate or diploma.

The Music Department will be in charge of Miss Marguerite Briggs who is a graduate in music and an accomplished musician, and has had successful experience in teaching. As to her talent, Prof. Putnam, concert pianist in the Conservatory of Music of Virginia Intermont College, Bristol, Va., says in a letter to her parents while she was in school: "It gives me pleasure to say that Miss Marguerite is one of the most talented pupils in piano that we have ever had in Virginia Intermont college. I am not exaggerating, but say this after mature consideration. She is highly artistic—I might say poetic in her playing of Chopin ballad (G min.) which she has just learned. * * * Her talent is so rare that I am inclined to the opinion that you can safely count on her to accomplish almost any thing in the art."

The course in music and method of instruction will be in accordance with those of the best conservatories of music. The studies will be modified to meet the various needs of pupils. The charges will be moderate. From time to time there will be given musical recitals so the pupils may have opportunity to play in public which inspires confidence and gives self possession.

With this progressive step as indicated above, we feel that the people of Hendersonville will heartily join in and help the members of the board and the superintendent and teachers of the schools to carry forward the greatest work our city has ever undertaken, namely, the education and training of her children.

Respectfully,
BOARD OF TRUSTEES
Of the Hendersonville City Schools.

BOOK LIST
Hendersonville City Schools Session 1915-1916.
ELEMENTARY.
First Grade.

	Price
Halliburton Primer.....	25
The Howell First Reader.....	25
Graded Classics, I.....	20
A Spelling Book (revised).....	20
Practical Drawing, I.....	20
Practical Writing, I.....	10
*Heart of Oak Books, I.....	20
*Claxton's Grimm's Fairy Stories.....	25
*Holbrooks Hiawatha Primer.....	40

Practical Drawing, IV.....	30
Practical Writing, IV.....	10
Ritchie-Caldwell Primer of Hygiene.....	35
Hyde's Language Lessons, I.....	25
Dodge's Primary Geography.....	45
*Heart of Oak Books, IV.....	36
*Moulton's Bible Stories of the Old Testament.....	50

Fifth Grade.

Fifth Language Reader.....	36
Hyde's Lessons in English, I.....	25
Dodge's Primary Geography.....	45
Milne's Progressive Arithmetic, II	36
A Spelling Book (revised).....	20
Practical Drawing, V.....	20
Practical Writing, V.....	10
White's Beginners' Hist. of U. S.	40
Ritchie-Caldwell Primer of Hygiene.....	35
Agriculture for Beginners.....	60
*Heart of Oak Books, V.....	45
*Conner's Makers of N. C. Hist.....	65
*Song of Hiawatha.....	40
*Francillon's Gods and Heroes.....	40

Sixth Grade.

Milne's Progressive Arithmetic, II.	36
Essential Studies in English, II.	45
Dodge's Comparative Geography.....	50
Hill's Young People's Hist. of N. C.	35
Ritchie's Primer of Sanitation.....	40
Agriculture for Beginners.....	60
A Spelling Book (revised).....	20
Practical Drawing, VI.....	20
Practical Writing, VI.....	10
*Heart of Oak Books, VI.....	44
*Hawthorne's Great Stone Face.....	15
*Brown's In the Days of the Giants.....	50
*Gruber's Story of the Greeks.....	60
*Industrial History of the Negro Race (negro school).....	75

Seventh Grade.

Milne's Progressive Arith. III.....	41
Dodge's Comparative Geography.....	50
Ritchie's Primer of Sanitation.....	40
Our Republic.....	70
Essential Studies in English, II.	45
A Spelling Book (revised).....	20
Peele's Civil Government.....	60
Practical Drawing, VII.....	20
Practical Writing, (Review) VI.....	10
*Heart of Oak Books, VII.....	48
*Brooks' Story of Cotton.....	60
*Irving's Rip Van Winkle.....	15
*Warren's Stories from English History.....	65

HIGH SCHOOL.
First Year.

Milne's Standard Arithmetic.....	65
Wentworth's New School Algebra.....	1.12
Buehler's Modern English Grammar and Composition.....	55
Courtship of Miles Standish.....	15
Evangeline.....	15
Irving's Sketch Book.....	50
Montgomery's Leading Facts Eng. History.....	1.12
Holden's Real Things in Nature.....	30
Vooze's Latin for Beginners.....	1.00

Second Year.

Wentworth's New School Algebra.....	1.12
Scott & Denny's Elementary Composition.....	80
Merchant of Venice.....	15
Webster's First Bunker Hill Oration.....	15
Milton's Comus and Lycidas.....	15
Julius Caesar.....	15
Myer's Ancient History.....	1.50
Redway's Elementary Physical Geography.....	1.25
Gunnison & Harley's Caesar.....	1.25

Rhetoric.....	1.30
Burk's Speech on Conciliation.....	15
Palgrave's Golden Treasury.....	15
Adams and Trent's U. S. History.....	1.50
Olives-Peele's Civil Government.....	60
Chemistry (to be supplied later)	
Bennett's Vergil's Aeneid.....	1.20
French (to be supplied later).....	
*Not to be purchased until requested by the teacher.	

M. R. Pendell, paper, pens, ink and other needed supplies must be purchased by each pupil under the direction of the teacher.

Very respectfully,
G. C. BRIGGS,
Superintendent.

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HORSE SHOE CURVES
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Taking Care of School Property.
(By N. L. Ponder.)

Where is the teacher that does not require his pupils to protect school property? To keep the school house and grounds in as good condition as possible is the difficult task the overworked pedagogues has to encounter from the first to the last of his school term. School patrons are not burdened to such an extent as the teacher in the care and even improvement of the school property as they are at a distance from the school building and usually keep that distance. And here it should be stated that parents do not see the exterior of their school house enough during the year to say the least of the interior. The poorly remunerated instructor has to assume the big end of the responsibility in keeping his place of business in a normal condition because he gets the pay, as people say, and it is his duty to do so. The teacher is a great factor in community betterment and educational improvement, but it is impossible for a teacher to do all that is expected of him in converting the bad into the good, in undoing in a day what has been done in years and in implanting principles of conservation where waste and destruction exist. As the teacher is only one factor in the matter, the patrons and community at large must form the other.

Not long ago a visitor with a professor of a certain school passed into the auditorium of this large school and instead of the interior casting upon the eyes of the visitor something of the fine enticements of the place, his utter disgust was produced by the sight of disfigured, scarred, scratched backs of three hundred seats that were once as beautiful as they were comfortable, necessary and indispensable. Who has not seen something of a similar circumstances in the way of demolished or scared desks in a school room where people have stood on them instead of sitting; doors and walls with holes whittled through them; maps and charts torn or cut to pieces in the absence of the teacher; shade trees dead because of a knife, an axe or a horse's teeth and defaced walls with "fool's names and monkeys' faces?" Where is the root of this evil? It is deep seated and widely prevalent.

Not long ago a township meeting was held in a certain school building

BOOST FOR AND PATRONIZE
Hendersonville's
PROGRESSIVE HARDWARE
STORE

WHERE
DO—
YOU

Buy Your Hardware
Stoves and Crockery?

IT

MATTERS NOT SO MUCH, NOW. WHERE YOU HAVE BEEN BUYING THESE THINGS—that's a thing of the past—BUT you have yet to spend many dollars in these lines in the future and what we are interested in now is to HAVE YOU "TRY FREEMAN & JONES" BEFORE YOU MAKE ANY FURTHER PURCHASES. WE ARE ANXIOUS TO ADD MANY NEW AND PERMANENT CUSTOMERS TO OUR LIST and we are making strong bids for your trade these days and during the LAST TWO AND A HALF WEEKS OF THE OVERLAND TRADE BOOSTING CAMPAIGN WE WANT YOU TO CALL AND LOOK OVER OUR LINES. POST YOURSELF ON THE "FREEMAN & JONES" PRICE. Come get acquainted—get posted as to our methods and prices and we believe you will give us a part if not all of your business—at any rate, we want to talk with you.

BEFORE YOU
INVEST ONE PENNY

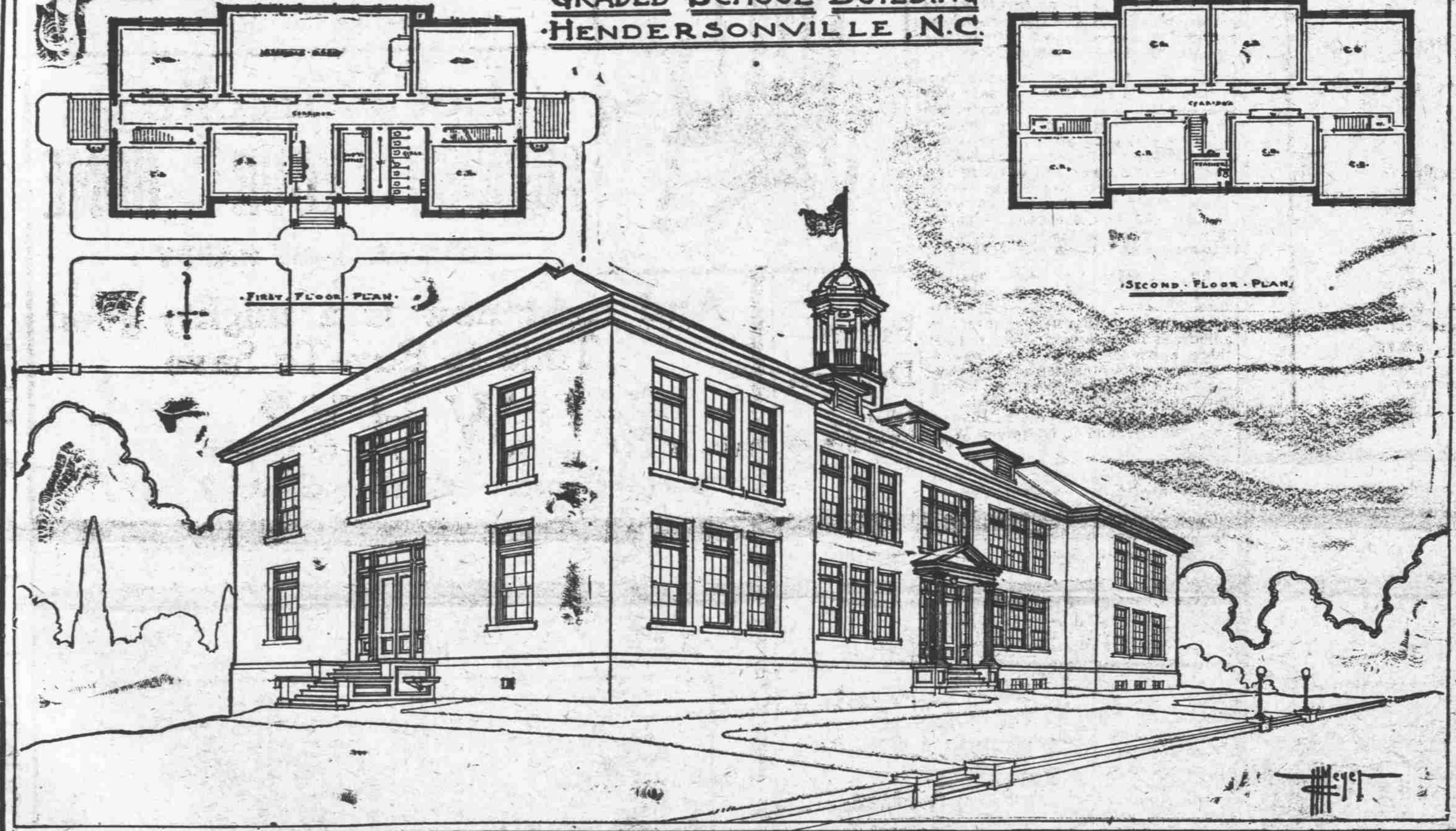
Hardware—Any Kind
Stoves—Any Kind
Crockery—Any Kind
Or
MILL SUPPLIES

SEE—For Your Pocketbook's Sake,
FREEMAN & JONES

Staton Hardware Co.

Incorporated
R. P. FREEMAN, Pres. C. G. JONES, Sec. Treas.
Only Hardware Store Giving Overland Votes

GRADED SCHOOL BUILDING HENDERSONVILLE, N. C.



of the commercial subjects. The schools with which he has heretofore been connected have maintained musical and commercial courses of eminent usefulness, and it is his purpose and desire that the schools of Hendersonville, through these departments, shall render similar service, or better if possible, to our community and county.

The Board of Trustees feel sure that the patrons of the schools will gladly welcome these improvements which afford an opportunity for their children to secure advantages, at small cost not usually offered in the public schools.

Two courses are offered in the Commercial Department, as follows: Course I. Book-keeping, penmanship, business law, business correspondence, business paper, office routine and the systematic filing of pa-

Second Grade.	
Graded Classics, II.....	27
A Spelling Book (revised).....	20
Practical Drawing, II.....	20
Practical Writing, II.....	10
*Heart of Oak Books, II.....	28
*McMurry's Robinson Crusoe.....	30
*Baldwin's Fifty Famous Stories.....	35
Third Grade.	
Graded Classics, III.....	32
A Spelling Book (revised).....	20
Practical Drawing, III.....	20
Practical Writing, III.....	10
Milne's Progressive Arithmetic, I.....	32
*Heart of Oak Books, III.....	32
*Language Through Nature, Life and Art.....	30
*Arnold's With Pen and Pencil.....	35
*Cook's Story of Ulysses.....	50
Fourth Grade.	
Fourth Language Reader.....	32
Milne's Progressive Arithmetic, I.....	32
A Spelling Book (revised).....	20

Third Year.	
Wentworth's New School Algebra.....	1.12
Wentworth's Plane and Solid Geometry.....	1.25
Scott & Denny's New Composition Rhetoric.....	1.30
Homer's Iliad (a good translation).....	15
Vergil's Aeneid (a good translation).....	15
Myer's Mediaeval and Modern History.....	1.50
Physics (to be supplied later).....	
Gunnison & Harley's Caesar.....	1.25
Bennett's Cicero's Orations.....	1.00
Bennett's Latin Grammar.....	80
Bennett's New Latin Composition.....	1.00
Charadren's Complete French Course.....	1.00
Fourth Year.	
Wentworth's Plane and Solid Geometry.....	1.25
Scott & Denny's New Composition	

where the women of the betterment association had the floors oiled to prevent dust, improve sanitary conditions and add to the beauty of the place. The meeting was rather protracted and the output of the tobacco users who could not contain was no little amount of cigar stubs, cigarette "ducks," "am-gosh" and other filth.

The old-time practice of painting church and school house walls with tobacco juice is not out of practice but a new one of "fumigating" with tobacco smoke and refuse is added. Of course, the teacher, and the pupils had to observe scrubbing day.

About the same place some physicians who were administering the antityphoid treatment left their refuse of cotton to whiten the floor and their circulars by the hundreds to be swept into a fire instead of being read by the people. Summer visitors remarked

about this unsanitary, unpleasant, ill-looking condition of a school house. Of course the teacher and pupils come in contact with the cleaning up.

Following, an itinerant with a magic lantern gained admission into the same building to show a show which he didn't show and left the building perfumed with the scent of unwholesomeness and strewn with refuse that should have been in a slop bucket or garbage can. The teacher and pupils had to clean up again.

It is the proper thing to do to make the school the social center of the community and have as many as possible of the community gatherings at the buildings. Parents should visit the school and talk to the children about caring for school property, but no amount of precepts will revolutionize such acts of vandalism as defacing walls, scratching or cutting furniture,

killing shade trees, upsetting toilets or shooting out windows when the examples of authorities and citizens are lacking to "back them up."

What we need is to set the example before the child. Beautify the school grounds with flowers and shrubbery, lawns and shades. Furnish the grounds with many kinds of play apparatuses and conveniences. Beautify the walls of the buildings with pictures and ornaments. Make the school a home for the child and he will protect it, if the interest in such a home is shown by the parents and the proper examples set by those who have been and are careless.

WHAT FARMERS ARE LEARNING.

Agriculture has become a science. In the past men found that certain things they did to plants changed them; some of these changes were improvements, and so the crops were improved. Nowadays men are finding out more than that, says Dr. John Gaylord Coulter. They are learning just what to do in order to get the results they want. They are learning how to breed plants just as they have bred horses and cattle. They are finding out just what to do in order to make farm plants grow where they never grew before.

It is the knowing why as well as how that makes agriculture a science. Success in farming depends very much on knowing why plants behave as they do; why the doing of certain things produces good results, and why the doing of other things produces poor results. Farms cannot be run best by rules alone. Each field a problem in itself, and the farmer needs to know how to solve his problems for himself.

To do this he must understand the principles of plant life. He must understand the conditions which are most favorable to plants growth, and learn to recognize what conditions are unfavorable to it. He must understand why it is that crop plants gradually poison the soil for themselves, and why it is an advantage to change the crops. He must understand why plants of the clover family increase the fertility of the soil, and why it is that deep plowing and frequent crumbling of the surface also increase it.

He must understand the principles which should guide him in the choice of the seed which he plants. He must understand how to encourage that invisible plant life above the soil which injures his crops by causing diseases.

MRS JULIAN S. CARR DIES
AT FAMILY COUNTRY HOME.

Durham, N. C., Aug. 18.—Mrs. Nannie Graham Carr, wife of General Julian S. Carr, died at the county home of the family, Oconeechee farm, near Hillsboro, this morning at 8:15 following three weeks' serious illness of a complication of diseases. She had been in failing health for three years and for the last few days her condition had been more serious than her Durham friends, other than the family, realized.